

UNIVERSITY WRITING COMMITTEE MEETING MINUTES

October 17, 2014 | Lederle 211

Present: Katherine Freedman (Chair), Kristin Bock, Herman Fong, Judy Goodenough, Haivan Hoang, Danielle Kodess, Rebecca Lorimer Leonard, Deb McCutchen, Dina Navon, Evan Ross, Travis Grandy (Minutes)

Kate Freedman (Chair) called to order at 1:00 pm.

1. **Approve minutes from last meeting, September 19, 2014.** Approved.

2. **Workshop: Giving Feedback to Student Writers**

The location has been moved to DBL 1320. Haivan talked about invitations being sent to department chairs and instructor lists. If you aren't on one of these lists, please let Travis know. Graduate students are welcome to attend. Judy spoke about how she appreciated the handouts from the last workshop. Haivan, Lisha Daniels Storey, and Travis Grandy will be presenting. Haivan gave an overview of the content of the workshop including structuring activities, strategies for multilingual writers, how to think about technological tools in relation to feedback. We'll encourage participants to bring assignments for people to think about how to apply the content of the workshop. Katherine asked whether lunch is provided and yes it is.

3. **Quinquennial Review**

Kate described that today is a practice run of the process. Travis will be assigning reviews to members for the meeting next month. Haivan described that Deb will be conducting an initial review of proposals, then they will be assigned to reviewer subcommittee, and then these comments will be introduced to the full committee. There may be discussion depending on the proposals, identify exemplary classes. Katherine said the review comments only need to be a few sentences. Katherine will be doing the final approval, she will summarize the content of our discussion.

a. **Access to the university's Course & Curriculum Management System**

Haivan said that CESD is still addressing access to the website. When proposals are assigned to committee members, they will get an email, and the assigned proposal will be on your To Do list. Proposals are public to the UMass community.

Deb described the login process, going to the to-do list, finding a particular proposal. She then reviewed the contents of the proposal forms. Haivan described that departments need to fill out a form for each course number that satisfies the requirement. The Department information form is for our context, and to help us assess where to do outreach. We're primarily concerned with the second form, which is meant to show how the course meets the rationales of JYW. You will also want to look at the syllabus as well. It may happen that things are communicated in the form but it's not represented in the syllabus, so those are situations where we do outreach. Deb mentioned that the Information Literacy and Career development are optional. Kristin asked about whether a statement on Academic Honesty is required. Herman asked whether that is included in the information literacy requirement. Kate said she would send the committee the information literacy framework and it has to do with thinking critically about

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the research process, so not just using specific databases. Deb asked whether this is met by requiring a research paper. Kate said that there are syllabi which do that, part of it is that there isn't a clear indication across the University of what the term, "information literacy" means. Haivan said that the committee has made general recommendations which are listed on the JYW website, but if they're interpreting information literacy a certain way, it might be the place of the library to do outreach. Our task as a committee is approving courses, but in an ideal world it also provides an opportunity for outreach.

Deb explained the review form. The link for the actual review form, there is an edit link at the bottom of the page where members go through several questions and evaluate the class based on the criteria.

b. QQ Proposal for Women, Gender, & Sexuality Studies 391W

i. Proposer Forms

ii. Reviewer Form

Deb talked about the length of assignments, the kinds of writing, and the timeline. In general, the committee agreed that this part met the requirements for assignments. Haivan drew attention to the response about the rationale of the course, and she read it aloud. Kate pointed out responses on the form and how the form will usually have responses that help reviewers answer questions about things that might not be in the syllabus. Evan talked about peer response as mentioned in the syllabus. Rebecca said that the writing reference was mentioned in the form but not the syllabus. Kate asked whether this should be in the syllabus. Haivan mentioned that the writing handbook is a requirement, but she also would like it communicated in students in some way. She suggested that we communicate this to the department. Judy asked whether it's appropriate for us to accept references that are only found online (in the course LMS), but not listed in the syllabus. Travis said that the writing handbook is listed as a syllabus requirement on the JYW website. Evan said it would be beneficial to have this in the syllabus, though it shouldn't hold up the review process. Deb asked whether it should be the practice of the committee to pass courses based on this. Haivan said that she wanted to focus on communication.

Deb asked about information literacy. Kate said the syllabus represented throughout the research process and practices for this discipline. Particularly critical thinking about the research process itself.

Deb moved that the proposal meets the requirements and the committee recommends approval. No objection. 9-0-0. Approved.

Haivan suggested that we use this class as a model of an exemplary class and consider sharing materials with the wider community.

iii. Comments on Reviewer Form to be added to UWC agenda (e.g., see Gen Ed Council minutes)

c. New Course Proposal: Public Health 499N (also being reviewed for permanent course number)

Haivan described how this is a new course that has previously been taught as an experimental course and is seeking to be permanent with JYW status. Because this proposal is being sent to

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multiple committees, the arrangement of the forms is slightly different. Haivan asked whether we felt this met the assignment, feedback and handbook criteria. Danielle asked whether it's okay if it's way over the required amount of revised pages. Havian said that's not an issue. Travis said that typically we're looking to avoid having all the writing happening just at the end of the course. Rebecca said like a 20 page research paper as a final project.

Havian said that it might be good to ask the department to make English 112 a prerequisite. Evan thought there was a clear articulation over the rationale of the assignments and how they fit with the field.

For feedback, Judy mentioned the times when students get teacher feedback. Evan pointed out that none of the major assignments get peer feedback. Deb suggested that this might be a good opportunity to lessen the work that teachers are doing in giving feedback. Rebecca said that the writing handbook is mentioned in question 11. Judy mentioned the class size is between 20 and 25. For information literacy, Kate was curious about the annotated bibliography and how they evaluate sources. Herman pointed to the course objectives which includes engaging and evaluating information. Rebecca pointed out question 13 as addressing career development and how students respond to a job advertisement and assemble a portfolio. Kristin asked about the due dates on the syllabus.

Rebecca liked their response on question 7 about assignments with articulating their rationale for the career development portion of the course. Seems like a strong example.

Haivan asked if there was further discussion. Rebecca moved to approve the proposal, Deb seconded, approved 8-0-0 (Dina had to leave the meeting early and was not present for vote).

For Kate's comments, Rebecca mentioned that they might be having questions about course caps since they brought it up in their response. Herman pointed out that the recommended max course size is 25. Deb thought we should commend their response to question 7, and adding the prereq. Evan wanted to strongly encourage peer review since it only happens with two assignments and they don't provide much of a rationale. Rebecca said that peer review is the instructor's prerogative and they might have reasons. Haivan suggested things we could highlight in our comment and what things to save for an in-person conversation. It might be an occasion to say ways that we can help with the ongoing support of their instructors and this might be better received.

4. Quinquennial Review: next steps

- a. English**
- b. LLC: Comp Lit**
- c. LLC: French**
- d. LLC: Spanish**
- e. Music & Dance**
- f. Judaic Studies**

Haivan said that we've gotten a lot of proposals. She and Deb will look through proposals to make sure everything is there, get everyone access to the system, and then assign reviewers for the next meeting. Rebecca said the subcommittees are reviewing individual courses for departments, not all courses for the department. Haivan said that since the English department has multiple sections under one course number, so they have a document explaining the department's guidelines for the course.

Meeting adjourned at 2:17pm.

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